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BRITISH COLUMBIA

Ministry of
Education

SERVICE PLAN

2003/04 – 2005/06

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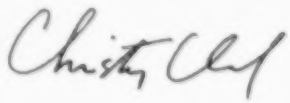
Accountability Statement

The 2003/04 - 2005/06 Ministry of Education Service Plan was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared. The plan was developed in the context of the government's *New Era* commitments, which are to be addressed by May 17, 2005.
All material fiscal assumptions and policy decisions as of January 28, 2003 have been considered in preparing the plan and I am accountable for achieving the specific objectives in the plan.



Honourable Christy Clark
Minister of Education

January 28, 2003

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BRITISH COLUMBIA

Ministry of Education

I am pleased to present the Ministry of Education's 2003/04 – 2005/06 Service Plan.

This plan outlines how we are renewing the system to make sure British Columbia's students get the quality education they need today to succeed tomorrow.

The ministry has two main goals: improving student achievement and creating a high quality, performance-oriented education system. We believe we can achieve these goals by providing more choice for students and parents, increasing parental involvement, supporting local decision-making and enhancing accountability at every level across the system.

We've made tremendous progress. We are strengthening our graduation requirements. We have amended the *School Act* so that students will have the choice to attend any school in the province, as long as there is space. We have also opened the classroom door to parents, inviting them to become full partners in their children's education. Parents can get involved in School Planning Councils, which are being formed at every public school in BC. For the first time ever, we have enshrined class size limits in legislation. We have given school boards more freedom to make decisions based on local priorities, even while we hold those boards more accountable for student achievement.

However, recent results indicate that the current system does not always adequately meet the needs of all students. Currently, one in four students does not graduate from high school in a timely manner. Only half of high school graduates recently surveyed believe the system prepared them for life after Grade 12. Our students deserve better. That is why our focus must remain on improving student achievement and why we must work together to achieve our goals.

I am confident these changes have laid the foundation for a strengthened, more responsive and more relevant education system, but we still have more work to do. This service plan explains how we will establish standards and monitor performance to ensure our students receive a quality education with the knowledge and skills that will truly prepare them for the future.

Honourable Christy Clark
Minister of Education

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Introduction

The purpose of this service plan is to describe how the Ministry of Education will reach its goal of a high quality education performance-oriented system during the next three years. This service plan outlines the ministry's strategic direction and activities. It continues to provide opportunities for the government, our education partners and the public to build the best education system for our students.

We know that a high quality education system helps improve the well being of each individual in society. It is one of the most important public services we can provide. We also know that higher levels of education increase job opportunities, earning potential and overall economic growth, and reduce crime rates, dependence on government financial support and use of health services.

In other words, education is the best preventive health care system and the best economic development program we have discovered. That is why we are committed to making the education system even better.

Strategic Context

Vision

The ministry's vision is a high quality education system that puts student achievement at the centre of all decision-making. British Columbia's system already performs at high levels, which means that future improvements require continued commitment, creativity and innovation on the part of educators, administrators and the ministry in order for the province to remain at the forefront of educational performance.

Mission

The system's mission is set out in the *School Act* with further details of the mandate in the *Statement of Education Policy Order*:

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Continued progress towards the province's social and economic goals depends upon well-educated citizens. School boards and independent schools have a primary responsibility for students' intellectual development and a shared responsibility with families and the community for students' human, social and career development.

The ministry is committed to some specific key beliefs and values for all staff.

Key Beliefs

We are a professional, non-partisan public service that respects the "Standard of Conduct for Public Service Employees". We are an organization that works together to improve student achievement in the province of BC.

We agree that it is important to demonstrate the following behaviours in our daily interactions with one another:

- We behave with integrity, promoting relationships of mutual trust, confidence and respect.
- We provide high levels of service to everyone with whom we come in contact.
- We will ensure information is shared in a relevant and timely manner.
- We identify and acknowledge problems and work together to resolve them.
- We acknowledge each other's contributions.

Ministry Overview

The business of the ministry is to allocate funds for the education system, set educational standards based on the outcomes students need to achieve, monitor student performance and report the results to the public. It is also the ministry's role to work with schools and communities to improve student and school performance, and oversee the governance of the system as a whole. British Columbia's K-12 system serves approximately 587,000 public school student FTE's, approximately 60,100 independent school student FTE's and over 3,300 home-schooled children.

Improving student achievement is the overarching goal in the ministry and in all parts of the education system. To support this goal, the ministry is committed to local autonomy for school boards, strong accountability measures, and a broader range of choice for students and parents.

School board autonomy means that the ministry will continue to eliminate unnecessary regulations and allow boards to do their work with as few strings attached as possible. It allows them to be more responsive to their communities and gives them the opportunity to explore entrepreneurial options.

Strong accountability measures include individual accountability contracts with each school board and plans for improvement developed by each school. Schools, school boards and the ministry will monitor progress towards improving student performance and will report these results to parents and the community.

Involvement of parents and the wider community is critical to the success of the K-12 education system. School Planning Councils will be implemented in every school, giving parents a meaningful contribution in drafting school improvement goals. Satisfaction surveys will continue to be administered and will enable schools, districts and the ministry to monitor satisfaction levels of students, parents and staff in the education system.

Highlights of Changes from Previous Plans

This year, the ministry streamlined its objectives and as a result identified two goals that encompass all relevant goals and objectives outlined in the 2002 Service Plan. The main focus for the entire system is improving student achievement.

Planning Context

Examination of the external and internal environments helps to identify those factors that are likely to affect the conduct and success of education in British Columbia. A summary of observations is presented here.

The social and economic environment influences the system's operation and effectiveness. Factors such as the number and location of students, provincial funding levels, workplace requirements, special needs of children and the level of support that the public is willing to provide to K-12 education all affect the operation and performance of the education system.

Summary of Observations:

- Provincewide, student enrolment will decline over the next five years due to a declining birth rate and an aging population. Rural regions are already experiencing declining enrolments.
- The Aboriginal population in British Columbia is young and growing at a faster rate than the non-Aboriginal population.
- The number of children identified in special needs categories that qualify for supplemental funding in British Columbia is growing, notably children requiring intensive and expensive interventions.
- There is evidence of the beginnings of a teacher supply problem in some subject areas like languages, maths and some sciences. This may be more prevalent in rural areas.
- Working parents are requesting that schools provide or link to additional services such as preschool and full-day kindergarten. In addition, research studies indicating the importance of early development in a child's school success are becoming widely known. Such factors are creating pressure to provide preschool programs.
- Immigration, primarily from Asian countries, has created a need for English as a Second Language (ESL) services in several districts.
- British Columbia's students perform well compared to other Canadian and international jurisdictions.
- Schools do not perform well in serving some groups — Aboriginal students are the most visible example, but males and children from economically disadvantaged families also fare relatively poorly in schools across the province.
- Admission of British Columbian students to colleges and technical schools has increased significantly in the last decade.
- An aging workforce will lead to a growing need for qualified young people to meet employers' demands.

- The high-tech sector is expanding, and there will be a long-term requirement for employees with specific technical and computer skills. Across many occupations, technological advances necessitate higher levels of employee knowledge and skills, even in entry-level positions.
- The service industry continues to be the main employer in British Columbia. Many students are entering this sector directly from Grade 12.

Ministry Goals and Core Business Areas

Ministry Goals

The ministry has identified two goals for education:

1. Improved student achievement.
2. A high quality, performance-oriented education system.

The following tables identify the goals, core business areas, objectives, strategies and performance measures that the ministry intends to undertake during the three-year period covered by this Service Plan (2003/04 – 2005/06). Human and financial resources devoted to the ministry's activities in the next three years are indicated in the Core Business Areas and Resource Summary sections of this plan.

The baseline figures quoted in the following tables are provincial rates and do not reflect the unique educational challenges of individual districts. Rather than setting arbitrary targets at the provincial level, the ministry has established an accountability framework to improve student achievement results at the district level. Through year-over-year improvements in the district results the provincial averages will be raised.

Evidence of the changes in system performance will be noticeable in the period covered by this plan, but efforts must be sustained over the long-term to achieve the goals.

Core Business Areas

Public Schools

The ministry provides base operating funding to school districts and others to support the K-12 public school system. School districts are held accountable to improve student achievement and report results. The ministry also provides capital funding for public schools.

Public Schools	2002/03 Restated Estimates	2003/04 Estimates	2004/05 Plan	2005/06 Plan
Operating Expenses ($000)				
Operating Expenses	4,088,732	4,075,817	4,148,585	4,188,610
Capital Expenditures (CRF)				
Capital Expenditures (CCP)	265,800	195,000	107,000	120,000

Independent Schools

The ministry provides operating funding to approximately 340 independent schools as outlined in the *Independent School Act*. Approximately 10.5% of the K-12 population is currently enrolled in independent schools.

Independent Schools	2002/03 Restated Estimates	2003/04 Estimates	2004/05 Plan	2005/06 Plan
Operating Expenses ($000)				
Operating Expenses	156,828	167,349	177,105	186,332

Debt Service and Amortization

The ministry provides funding to public schools to finance capital projects including upgrades, renovations, expansions, new facilities and buses. This area includes servicing debt and amortizing the school board assets acquired with that debt.

Debt Service and Amortization	2002/03 Restated Estimates	2003/04 Estimates	2004/05 Plan	2005/06 Plan
Operating Expenses ($000)				
Operating Expenses	564,030	569,434	571,155	581,655

Management Services

Management Services provides corporate support services to operating programs including financial, human resources, information management, administrative services, freedom of information and privacy services, and general services assistance.

Management Services	2002/03 Restated Estimates	2003/04 Estimates	2004/05 Plan	2005/06 Plan
Operating Expenses ($000)				
Operating Expenses	17,637	17,375	17,055	17,055
Capital Expenditures (CRF)	310	1,079	310	310
Full-time Equivalents (FTE)				
FTEs	103	100	97	97

Executive and Support Services

The ministry provides leadership and develops policy, sets results-based standards and accountability frameworks, monitors performance and reports results. This area includes the Minister's Office and Ministry Program Management.

Executive and Support Services	2002/03 Restated Estimates	2003/04 Estimates	2004/05 Plan	2005/06 Plan
Operating Expenses ($000)				
Operating Expenses	32,699	29,964	29,139	29,139
Capital Expenditures (CRF)	2,971	4,050	4,200	2,200
Full-time Equivalents (FTE)				
FTEs	223	217	208	208

Linkages of Goals and Core Business Areas

Goals	Core Business Areas
Improved Student Achievement: To provide ALL students with opportunities for improvement, regardless of their ethnic origin, gender, geographic location, physical characteristics or socio-economic status and recognize ALL achievements.	Public Schools Independent Schools Executive and Support Services
A high quality performance-oriented education system: To focus the entire system on a data driven, results-based approach to improving student achievement and preparing students for tomorrow.	Public Schools Independent Schools Executive and Support Services Management Services Debt Services and Amortization

Core Business Areas

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Objectives, Strategies, Performance Measures and Targets

Goal 1 — Improved student achievement

Core Business Areas: Public Schools, Independent Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 1: To improve student achievement in areas of intellectual development	Percentage of public school students meeting or exceeding expectations on Foundation Skills Assessment.[1]		The target is year-over-year improvement at the provincial and school district level.		
Objective 2: To reduce inequalities among students in terms of their ability to meet the goals of education	Reading Grade 4	80%	2002/03 Base data for equity groups (by gender, Aboriginal and special needs) will be included in Ministry of Education Annual Report located online at: www.gov.bc.ca/bcbudget		
	Reading Grade 7	76%			
	Reading Grade 10	71%			
	Writing Grade 4	94%			
	Writing Grade 7	84%			
Strategies: 1. Establish standards. 2. Collect information.	Writing Grade 10	87%			
	Numeracy Grade 4	85%			
	Numeracy Grade 7	82%			
	Numeracy Grade 10	76%			

[1] Base measures are provincial rates. These data are for the 2001/02 school year.

Core Business Areas: Public Schools, Independent Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2004/05 Target**
Strategies: — *Continued* 3. Monitor performance. 4. Identify and report areas of high and low performance. 5. Encourage school boards to undertake initiatives to improve performance.	Public and independent school completion rate (Percentage of students who start Grade 8 and graduate from Grade 12 within 6 years).[1]	77%	The target is year-over-year improvement at the provincial and school district level.		
	Public school Grade 8-9 transition rate.[1]	96%	The target is year-over-year improvement at the provincial and school district level.		
	Percentage of public and independent students with 'C' or better in Grade 12 courses.[1]		The target is year-over-year improvement at the provincial and school district level.		
	Communications	75%			
	English	81%			
	Principles of Math	80%			
	Percentage of public and independent Grade 12 graduates receiving scholarships.[1]	11%	The target is year-over-year improvement at the provincial and school district level.		

[1] Base measures are provincial rates. These data are for the 2001/02 school year.

Core Business Areas: Public Schools, Independent Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2004/05 Target**
Strategies: — *Continued*	British Columbia's standing on national and international assessments.[1]		The target is year-over-year improvement at the provincial and school district level.		
	School Achievement Indicators Program (SAIP) 2001 Mathematics III	School Achievement Indicators Program (SAIP) 2001 Mathematics III assessment: the results indicated that BC students perform at a level statistically the same as Canada as a whole in the following three assessment areas: 1. Math content — 13 year-olds 2. Math content — 16 year-olds 3. Math problem solving — 16 year-olds In only one assessment area, Math problem solving — 13 year-olds, BC performed at a level statistically below Canada as a whole.			

[1] Base measure data is the most current year available, 2001. Schedules for national and international assessments are beyond the control of the ministry.

Core Business Areas: Public Schools, Independent Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 3: To improve student achievement in areas of human and social development **Strategies:** 1. Establish standards. 2. Collect information. 3. Monitor performance. 4. Identify and report areas of high and low performance. 5. Encourage school boards to undertake initiatives to improve performance.	Percentage of public school students in agreement with statements reflective of socially responsible behaviour, such as:[1]		The target is year-over-year improvement at the provincial and school district level.		
	Care for environment		The target is year-over-year improvement at the provincial and school district level.		
	Grade 4	79%			
	Grade 7	59%			
	Grade 10	25%			
	Grade 12	27%			
	Valuing diversity		The target is year-over-year improvement at the provincial and school district level.		
	Grade 4	91%			
	Grade 7	88%			
	Grade 10	81%			
	Grade 12	83%			
	Percentage of public school students that report overall satisfaction in human and social development[1]		The target is year-over-year improvement at the provincial and school district level.		
	Grade 4	76%			
	Grade 7	68%			
	Grade 10	44%			
	Grade 12	44%			
	Grade 12 survey participation rate[1]	52%			

[1] Base measures are provincial averages taken from 2001/02 Satisfaction Survey Report. These data are for the 2001/02 school year. For participation rates see the provincial report online: www.bced.gov.bc.ca/sat_survey/2002results/province.pdf.

Core Business Areas: Public Schools, Independent Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 4: To improve student achievement in career development **Strategies:** 1. Establish standards. 2. Collect information. 3. Monitor performance. 4. Identify and report areas of high and low performance. 5. Encourage school boards to undertake initiatives to improve performance.	Public and independent school completion rate. [1]	77%	The target is year-over-year improvement at the provincial and school district level.		
	Percentage of students making transitions to work and/or post-secondary education. [2]		The target is year-over-year improvement at the provincial and school district level.		
	Attending post-secondary education full-time	53%			
	Attending post-secondary education part-time	8%			
	Working	33%			
	Unemployed and not looking for work	1%			
	Unemployed and looking for work	2%			
	Other	4%			
	Percentage of public school students that feel their school is helping improve their computer skills. [3]	Baseline	The target is year-over-year improvement at the provincial and school district level.		

[1] Base measures are provincial rates. These data are for the 2001/02 school year.

[2] The random sample of graduates includes public and independent school students. The full report is available online www.bced.gov.bc.ca/careers/

[3] Base measure data will be available in the 2003 Annual Report.

Goal 2 — A high quality performance-oriented education system

Core Business Areas: Executive and Support Services, Management Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 1: To establish the infrastructure needed to focus the education system on student achievement **Strategies:** 1. Enhance data collection and information systems to enable the timely and relevant provision of information to schools and school boards. 2. Enhance the technological infrastructure of BC schools. 3. Revise models for curriculum development.	Turn around time for:				
	Student enrolment	10 weeks	10 weeks	9 weeks	8 weeks
	Foundation Skills Assessment results	10 weeks	10 weeks	9 weeks	8 weeks
	Satisfaction Survey results	8 weeks	7 weeks	5 weeks	5 weeks
	Percentage of principals satisfied with school bandwidth	Develop survey with Principals and Vice Principals Association	Baseline	The target is year-over-year improvement at the provincial and school district level.	
	Percentage of T1 (broadband) or equivalent connections to schools	68%	68%	73%	78%
	Provincially approved curricula will undergo a review for relevance and currency within eight years of the implementation date	100% of applicable subject areas	100% of applicable subject areas	100% of applicable subject areas	100% of applicable subject areas

Core Business Areas: Executive and Support Services, Management Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 2: To empower parents to become more involved in the K-12 education system **Strategies:** 1. Administer satisfaction surveys to monitor levels of teacher, student and parent satisfaction and report results. 2. Improve communications using electronic media. 3. Hold school boards accountable for the successful implementation of school planning councils and increasing parental involvement.	Percentage of public school parents satisfied with their child's school and education[1]		The target is year-over-year improvement at the provincial and school district level.		
	Elementary	65%			
	Secondary	53%			
	Percentage of public school parents who report they can play a meaningful role in their children's school[1]		The target is year-over-year improvement at the provincial and school district level.		
	Elementary	48%			
	Secondary	35%			
	Number of visits to ministry Web site[2]	7,953,000	Increase of 1,000,000		Targets are year-over-year Improvement.
	Number of visitors to ministry Web site[2]	1,040,000	Targets are year-over-year improvement.		
	Percentage of satisfaction surveys administered online[3]	Baseline	The target is year-over-year improvement at the provincial and school district level.		

[1] Base measures are provincial averages taken from 2001/02 Survey Report. These data are for the 2001/02 school year. For participation rates see the provincial report online: www.bced.gov.bc.ca/sat_survey/2002results/province.pdf.

[2] Base measures are taken from Web reports and indicate data for the 2001/02 school year.

[3] Base measure data will be available in the 2003 Annual Report.

Core Business Areas: Public Schools, Executive and Support Services, Management Services, Debt and Amortization					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 3: To increase school board autonomy through de-regulation and streamlining processes **Strategies:** 1. Review Ministry legislation, regulations, policies and procedures. 2. Modify legislation, regulations, policies and procedures that limit school boards from effectively responding to the educational needs of students. 3. Enable school boards to engage in entrepreneurial activities. 4. Provide a rolling three-year funding envelope. 5. Streamline capital management and planning.	Proportion of the acts, regulations, policies and policy instruments reviewed, eliminated and/or modified	12%	Additional 8%	Additional 3%	There will be an ongoing review and reduction of regulatory burden.
	Percentage of stakeholder satisfaction with deregulation	Baseline	The target is year-over-year improvement at the provincial and school district level.		
	Percentage of secretary treasurers and superintendents who report that the funding system is understandable, transparent and comprehensive[1]	Baseline	The target is year-over-year improvement at the provincial and school district level.		
	Proportion of public buildings with life expectancy under 10 years	14%	15% or less	15% or less	15% or less

[1] Base measure data will be available in the 2003 Annual Report.

Core Business Areas: Public Schools, Independent Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 4: To create an environment of choice and flexibility within the K-12 education system	Percentage of public school parents and students reporting satisfaction with educational choices available to them[1]		The target is year-over-year improvement at the provincial and school district level.		
Strategies:	All Parents	63%			
1. Provide student achievement and satisfaction data results to parents and students.	Students Grade 10	44%			
2. Monitor implementation of legislation related to increased choice and flexibility.	Students Grade 12	44%			

[1] Base measures are provincial averages taken from 2001/02 Survey Report. These data are for the 2001/02 school year. For participation rates see the provincial report online: www.bced.gov.bc.ca/sat_survey/2002results/province.pdf.

Core Business Areas: Public Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 5: To focus the K-12 education system on performance outcomes **Strategies:** 1. Review school and district improvement plans (district accountability contracts). 2. As part of the Accountability Framework, conduct up to 20 district reviews.	Percentage of public school districts that have demonstrated and reported improvement on their accountability contract goals[1]	Baseline	100%	100%	100%
	Percentage of public school parents satisfied with the goals for school improvement set by school planning councils	Baseline	The target is year-over-year improvement at the provincial and school district level.		
	Develop goals and measures of success for educators in public schools	Baseline	The target is year-over-year improvement at the provincial and school district level.		
	Number of Aboriginal Enhancement Agreements signed	6	The target is year-over-year improvement at the provincial and school district level.		60
	Develop survey with Principals and Vice Principals Association to obtain baseline data about how much time principals and vice-principals spend in classrooms	Baseline	The target is year-over-year improvement at the provincial and school district level.		

[1] Base measure data will be available in the 2003 Annual Report.

Core Business Areas: Public Schools, Executive and Support Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
	Percentage of public school students satisfied with their school and education[1]		The target is year-over-year improvement at the provincial and school district level.		
	Grade 4	79%			
	Grade 7	70%			
	Grade 10	49%			
	Grade 12	48%			
	Percentage of public school parents satisfied with their child's school and education[1]		The target is year-over-year improvement at the provincial and school district level.		
	Elementary	65%			
	Secondary	53%			
	Percentage of public school staff satisfied with their school[1]	82%	The target is year-over-year improvement at the provincial and school district level.		

[1] Base measures are provincial averages taken from 2001/02 Survey Report. These data are for the 2001/02 school year. For participation rates see the provincial report online: www.bced.gov.bc.ca/sat_survey/2002results/province.pdf.

Core Business Areas: Executive and Support Services, Management Services					
Objectives and Strategies	**Performance Measures**	**2002/03 Base**	**2003/04 Target**	**2004/05 Target**	**2005/06 Target**
Objective 6: To build an open, performance-oriented culture inside the ministry **Strategies:** 1. Development and implementation of leadership and performance management framework for ministry directors. 2. Phased implementation of the ministry's corporate human resources plan.	Percentage of Directors with performance management contracts	Development Year	100%	100%	100%
	Percentage of Corporate Human Resources Plan goals completed	Development Year	Phase I complete	Phase II complete	Phase III complete

Consistency with Government's Strategic Plan

Education is a top priority of the government as outlined in the *New Era* document, in the Premier's service agreement letter to the Minister, and in the government's strategic plan. The education system is also an essential element in support of three other government priorities: safer streets and schools in every community; better services for children, families and First Nations; and responsible, accountable management of British Columbians' public resources and tax dollars.

Government's Priorities Related to the Ministry

- A top-notch education system for students of all ages
- Safer streets and schools in every community
- Better services for children, families and First Nations
- Responsible, accountable management of British Columbians' public resources and tax dollars

Ministry Goals

- Improved student achievement.
- A high quality performance-oriented education system.

Ministry Strategies Focus on Six Key Areas

- Achievement: focusing the attention of the entire education system on continuous improvement of students' educational outcomes
- Accountability: ensuring effectiveness and efficiency at all levels of the system
- Autonomy: allowing school boards to determine how they will reach their goals, but holding them to account for achieving those goals
- Choice: removing barriers to flexibility and choice for school boards, parents and students
- Funding: to ensure the funding formula is an understandable, transparent, comprehensive and population-based formula for school districts
- Parent Involvement: empowering parents to become more involved in the K-12 education system

Deregulation

By 2004/05, the ministry will have eliminated or modified regulations, policies and other ministry operating procedures and practices that limit school boards from effectively responding to the educational needs of students.

The ministry's regulatory reform reflects the minister's strategic directions, in particular supporting board autonomy and removing barriers to flexibility and choice for school boards, students and parents.

Resource Summary

Core Businesses	2002/03 Restated Estimates[1]	2003/04 Estimates	2004/05 Plan	2005/06 Plan
Operating Expenses ($000)				
Public Schools	4,088,732	4,075,817	4,148,585	4,188,610
Independent Schools	156,828	167,349	177,105	186,332
Debt Service and Amortization	564,030	569,434	571,155	581,655
Executive and Support Services	32,699	29,964	29,139	29,139
Management Services	17,637	17,375	17,055	17,055
Totals	**4,859,926**	**4,859,939**	**4,943,039**	**5,002,791**
Full-time Equivalents (FTE)				
Public Schools				
Independent Schools				
Debt Service and Amortization				
Executive and Support Services	223	217	208	208
Management Services	103	100	97	97
Totals	**326**	**317**	**305**	**305**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Public Schools				
Independent Schools				
Debt Service and Amortization				
Executive and Support Services	2,971	4,050	4,200	2,200
Management Services	310	1,079	310	310
Totals	**3,281**	**5,129**	**4,510**	**2,510**
Consolidated Capital Plan (CCP) ($000)				
Public Schools	265,800	195,000	107,000	120,000
Totals	**265,800**	**195,000**	**107,000**	**120,000**

[1] These amounts have been restated, for comparative purposes only, to be consistent with the presentation of the 2003/04 *Estimates*. Schedule A, Consolidated Revenue Fund Expense, FTE and Capital Expenditure Reconciliations — 2002/03, of the *Estimates* presents a detailed reconciliation.

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Summary of Related Planning Processes

Information Resource Management Plan

The ministry's current Information Resource Management Plan is focused on improvement of decision support, reducing the burden of data collection on schools and districts, integrating a number of related systems and providing the education system with equitable access to educational content.

Major Projects

1. Information Systems Plan Implementation

The Information Systems Plan (ISP) is the four-year plan approved by Treasury Board to develop new information systems for the ministry's use. The project, started January 2001, has established plans for developing:

- Easy access to information for Ministry staff. Access could be expanded to include appropriate use by education partners.
- Improved software applications and primary information registries.
- Systems that improve staff productivity by incorporating business rules.
- Web-based applications for electronic service delivery.

The current ISP applies only to ministry systems. Greater effectiveness and efficiencies in meeting *New Era* commitments are possible if ministry applications are integrated with school and school district systems.

2. The Provincial Learning Network

The Provincial Learning Network (PLNet) is the largest geographically dispersed, centrally managed data communications network in North America. PLNet service is provided to all public schools. Currently, it serves over 1,700 schools and related facilities, approximately 135 college campuses, institutes and agencies in about 325 communities. The network provides equitable and secure access to education resources across the province.

3. Common Student Information System

The Ministry of Education will investigate the feasibility of a common student information system to serve all schools. The solution will address the functional needs of schools, school boards and the ministry. The objectives for this year are to define the requirements for the system and obtain proposals from vendors.

Summary of Information Reporting and Monitoring Project

The *New Era* directions of student achievement, choice, flexibility, and accountability require that schools, school boards and the ministry, improve their monitoring systems, which includes data collection, analysis and reporting. Inadequacies in the current monitoring systems' ability to provide information to students, parents, and school administrators in an efficient and timely manner need to be rectified in a cost-effective manner, and this will require inter-district and ministry collaboration.

Human Resource Management Plan

The *Ministry of Education Human Resource Plan: Our Employee Learning Strategy* embraces the six strategic goals for the public service and are considered fundamental to achieving the public service vision: *"To Achieve Excellence in Public Service"*.

The ministry's human resource plan builds upon work begun by team of ministry staff, who in April 2001, produced the proactive report: "Our Employee Learning Strategy". The report acknowledged that the ministry is functioning in an environment of accelerating change. Demographic trends, technological advances, the shift to a knowledge-based economy and client-driven culture, and the changing role of the public service compel the ministry to explore strategies that enhance organizational responsiveness and flexibility.

Our Employee Learning Strategy

Goal	Objectives and Strategies
1. Leadership in a Learning Organization	• Develop leadership criteria, provide appropriate development opportunities to support criteria • Adapt development opportunities to constituent groups • Identify staff roles and responsibilities in context of new culture • Develop continuous improvement through coaching, mentoring and ongoing staff development activities • Ensure understanding of the linkage of each job to government and ministry and department service goals and objectives • Develop a long term succession plan based on leadership criteria and relevant training, including staff participation in government's Leadership and Management Development program, *"Leading the Way"*
2. Employee Performance and Learning	• Adopt core competencies for all staff positions • Clearly identify staff who show aptitude for interest in leadership • Develop growth-oriented performance plans with ministry staff that include career portfolios (EPDP)
3. Flexible and Motivating Work Environment	• Provide staff with the tools to effectively manage time and resources • Promote a culture that values and respects staff and encourages balance
4. Learning and Innovative Organization	• Develop effective learning plans, to prepare training needs assessment and to provide staff with increased access to personal and professional development and training activities • Investigate opportunities for interaction with the field • Encourage interaction with the field • Investigate how to facilitate and encourage staff secondments within ministry, government, outside the BC Public Service (e.g., School districts; public sector) • Develop and successfully implement innovative business practices and profile these practices across the ministry • Encourage staff to take reasonable risks, to learn to manage within changing environment and to be responsive to changing needs of clients

Goal	Objectives and Strategies
5. Engaging Staff	• Engage ministry staff in the implementation of the Ministry Human Resource Plan • Communicate regular and timely, including interim communication across all levels the organization • Design ongoing feedback mechanisms for staff • Implement the Ministry Human Resource Plan and develop implementation teams for this purpose • Report regularly on progress of achieving ministry goals • Establish a protocol for ministry staff to monitor the success of the Ministry Human Resource Plan
6. Progressive Employee/ Employer Relations	• Provide orientation/training opportunities to ministry staff regarding the provisions of collective agreements and terms and conditions of employment • Maintain ministry support for Article 29 committee, through regular attendance at meetings, maintenance and communication of meeting minutes, timely follow-thru on action item commitments, etc.

Appendix 1. Summary of Performance Measures

A. Student Achievement

1. Percentage of students meeting or exceeding expectations on Foundation Skills Assessment (Reading, Writing and Numeracy assessment of students in Grades 4, 7 and 10)
2. School completion rate (Percentage of students who start Grade 8 and graduate from Grade 12 within 6 years)
3. Grade 8 - 9 transition rate
4. Percentage of students with a 'C' or better in Grade 12 courses
5. Percentage of Grade 12 students receiving scholarships
6. British Columbia's standing on national and international assessments
7. Percentage of students in agreement with statements reflective of socially responsible behaviour such as community mindedness, valuing diversity, and a sense of self-worth
8. Percentage of schools whose students report high or very high satisfaction in areas of human and social development
9. Grade 12 survey participation rate
10. Percentage of students making transitions to work and/or post-secondary education
11. Percentage of students that feel their school is helping improve their computer skills

B. Infrastructure

1. Turn around time for student enrolment data, Foundation Skills Assessment results and satisfaction survey results
2. Percentage of principals satisfied with school bandwidth, develop a survey with Principals and Vice Principals Association (PVPVA) to obtain baseline for 2002/03
3. Number of T1 or equivalent connections to schools
4. Provincially approved curricula will undergo a review for relevance and currency within eight years of the implementation date
5. Number of visits to ministry Web site to increase by 1,000,000
6. Number of visitors to ministry Web site to increase
7. Percentage of superintendents and secretary treasurers who report that the funding system is understandable, transparent and comprehensive
8. Develop a survey to obtain baseline 2002/03 information on how much time principals and vice-principals spend in classrooms
9. Proportion of existing buildings with life expectancy less than 10 years

C. Satisfaction

1. Percentage of students satisfied with their school and education
2. Percentage of parents satisfied with their child's school and education
3. Percentage of school staff satisfied with their school
4. Increase participation rate of Grade 12 students on satisfaction surveys
5. Administer satisfaction surveys online

D. Parental Involvement

1. Percentage of parents who report they can play a meaningful role in their children's school

E. School Choice

1. Percentage of parents and students reporting satisfaction with educational choices available to them

F. Deregulation

1. Percentage of the acts, regulations, policies and policy instruments reviewed, eliminated and/or modified
2. Stakeholder satisfaction with deregulation

G. Performance-oriented system

1. Percentage of school districts who have demonstrated and reported improvement on their accountability contract goals
2. Number of Aboriginal Enhancement Agreements signed
3. Percentage of parents satisfied with the goals for school improvement set by school planning councils
4. Develop goals and measures of success for educators in public schools
5. Percentage of directors with performance management contracts
6. Phases of corporate human resources plan goals completed

In continuing to improve the performance-oriented focus on the business of the ministry, some measures have been discontinued as outlined below.

The following performance measures have been discontinued:

Measure	Rationale
Proportion of deregulation completed.	Incorporated into broader measures of "proportion of regulatory requirements reviewed and revised" and "stakeholder satisfaction with deregulation."
Percentage of ministry staff who feel they are contributing to improving performance in the system.	The ministry has refocused the HR strategy in light of the Public Service Renewal initiative. The implementation of the ministry HR plan proves to be a more effective measure.
Percentage of district staff who feel that the ministry is focused on improving student achievement.	New legislation introduced in the spring of 2002 gives a clearer understanding of the accountability framework and has led to redefined measures of a performance-oriented system (e.g., accountability contracts, school planning councils).
Percentage of superintendents who have implemented accountability contracts. Percentage of school boards fulfilling the obligations of their accountability agreements.	Refined to measure outcomes of the spring 2002 legislation rather than compliance with the legislation.